

FORMATION OF A FOREIGN LANGUAGE PROFESSIONAL COMPETENCE AS A PEDAGOGICAL PROBLEM

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In the current development of higher education formation of foreign language professional competence should be considered as a compulsory component of general professional training. In Ukraine there is a great need for specialists who speak English, the language of international professional communication. Under these conditions, a college graduate must be able to communicate in English with foreign partners in different situations, and the necessary condition for the successful training of college students of professionally oriented communication in English is to take into account their future professional activities in the educational process.

Possessing a foreign language at a sufficient level today has become a professional necessity. The ignorance of a foreign language, as well as its inability to use it, is an important reason for falling behind in science and technology, as well as the slow integration of Ukraine into the world economic system. That is why it was necessary to include the mastering of a foreign language in the special training of future specialists, that is, a combination of a language system with a system of potential professional activities of a specialist.

G. Kriuchkov formulated the strategy of teaching foreign languages in Ukraine, which serves as the basis for determining the conditions for the formation of professional foreign language competence of students of non-philological specialties and the development of specific methods of teaching foreign languages, which has the following general principles:

- humanistic prospects of language learning (perception of the main world value – peace, promotion of international understanding, development of scientific, cultural and educational potential of a person);

- constant linguistic self-improvement (implementation of the right of every person to education envisages language learning throughout life);

- language is the best tool for communication and intellectual development of man;

- a holistic approach to teaching languages, contributing to a holistic understanding of the individual, ethnos, cultures [3, p. 11].

These principles determine the strategy of education in the field of teaching foreign languages in higher educational institutions of Ukraine.

The concept of communicative competence in a foreign language pedagogy and methods of teaching foreign languages is not new and researched by foreign and domestic scientists (L. Birkun, L. Brahman, S. Brumfit, A. Volobueva, R. Johnson, G. Kytaygorodska, S. Kozak, E. Passov, S. Savinon, M. Swain, D. Hayms), on the translation of specific technical terms and communication of specialists worked O. Tarnopolskyi, I. Grishin, G. Yemelyanova. The identification of the concepts of “the formation of foreign language communicative competence of students of technical specialties” and “professional competence of the expert” is in the works A. Andrienko, E. Bibikov, Y. Solodnikova, A. Kravchenko, S. Sklyarov, N. Izoriya and others. O. Bodalov, Y. Yemelyanov, V. Kan-Kalik, O. Kirichuk, Y. Kolomynskyi, O. Krylov, N. Kuzmina, I. Ladanov, A. Panfilov, L. Petrovska, V. Slastonin, V. Semichenko, N. Tarasevych, T. Yatsenko consider communicative competence as a significant component of professional competence, which has its own specifics in every type of activity. A. Solomchak, I. Ozarko, I. Veretina, N. Moiseenko, G. Zavolyanska, D. Barskyi, T. Krivosheeva, V. Belov worked on educational materials for learning English in institutions of oil and gas profile. On the methodology of teaching foreign languages in high school and the formation of foreign language professional competence worked D. Barskyi, J. Veretina, P. Halskova, R. Grishkova, O. Efimova, H. Zavolyanska G. Kitaygorodska, Z. Konnova, T. Krivosheeva, R. Martynova, N. Mykytenko, L. Morska and others.

Modern Ukrainian researchers define the term “foreign language communicative competence” as the knowledge, abilities and skills necessary for understanding other people’s and their own language programs, adequate to the goals, spheres, situations of communication, the content of which covers the knowledge of the basic concepts of linguistics of the language (styles, types, ways of connection a few sentences in the text), the skills and abilities of the analysis of the text and the actual communicative heritage [8, p. 6-7]; knowledge of language, high level of practical possession of verbal and non-verbal means of it, as well as language proficiency at the variational-adaptive level, depending on the specific speech situation.

According to S. Nikolaieva, competence is “the ability to successfully meet individual and social needs, act and perform the tasks.” It is based on knowledge, skills and abilities, covers the personal attitude of the person to them, as well as its experience, which enables this knowledge to “twist” into what is already known, and its ability to comprehend the vital situation in which it can apply them. Each competence is built on a combination of knowledge, skills and abilities, as well as attitudes, values, emotions, behavioral components, that is, everything that can be mobilized for active action “[6, p.11].

Foreign language professional competence is a set of relevant knowledge, skills and abilities; competencies that are components of the foreign language competence; professional competence and its components – subject and branch competences, etc.

O. Belkyn understands professional competence as a set of professional and personal qualities that ensure the effective implementation of the competences necessary for professional activities [1, p.56].

I. Kukhta argues that the essence of communicative competence is revealed through pragmatic, discursive and informative components. [4, p.31].

N. Sura states: "Foreign-language, professionally oriented communication is a process in which the potential of communicants is ensured for the exchange of information in a foreign language and the search, accumulation and expansion of professionally meaningful knowledge in the process of natural foreign language professional communication with foreign specialists. Communicative competence is a special kind of professional competence, which is defined as readiness and ability to master the subject, scientific knowledge in professional communication "[10, p. 191].

D. Demchenko believes that professional foreign language competence is a professionally significant integrative quality of the individual, systemic and valuable new formation that provides decoding of foreign-language professional information, the creative use of it in practical activity, and the ability to freely carry out international activities for the resolution of professional problems [2].

The term "foreign language professional communication competence" L. Nahorniuk understands as a set of knowledge, abilities, skills and abilities that are necessary for a specialist to carry out foreign professional activities. The

author emphasizes that foreign-language professional communication competence will consist of four components: linguistic, socio-cultural, strategic and professional [5].

O. Ovcharuk considers foreign-language professional competence of a future specialist as a complex integrative unit, which provides competent professional communication in the language of a specialty in conditions of intercultural communication [7, p. 26].

Y. Sukharnikov describes formation of foreign professional competence as a process that includes intermediate didactic-technological stages of this process, namely: forecasting professionally important qualities of specialists for the future production, forming the content and designing of the student's training program, designing the pedagogical process [9].

Thus, it can be argued that foreign language professional competence is a necessary complex of knowledge, abilities, skills that allow the successful use of a foreign language both in professional activity and in self-education and self-development of a person. Foreign language competence provides a certain cultural level of oral and written speech and nonverbal speech behaviour. Formation of foreign language competence among students of higher educational institutions at the present stage of development of the world community should be considered as a compulsory component of general professional training.

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